

*National-Louis University
National College of Education
Reading and Language Department
Language and Literacy Education Program*

**RLS 511 School Library Collection Development
Fall 2011 (Hybrid)
Wednesdays, September 14, October 12 and November 16
5-8pm, North Shore Campus**

Linda Diekman, MS, CAS
847-256-7319 (home)
847-828-2754 (cell)
linda.diekman@nl.edu
imdiekman@sbcglobal.net

Office Hours: By appointment

National-Louis University Mission Statement: The mission of National-Louis University is to develop highly competent and humane individuals to serve and lead in an increasingly diverse and global society. Central to this mission is a commitment to life-long and active engagement in learning.

National College of Education Mission Statement: For over one hundred and twelve years the National College of Education has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners. (<http://www.nl.edu>)

NCE students will develop the disposition, knowledge and skills to:

- understand the contextual nature of learning,
- help students construct their own knowledge,
- integrate theory and practice,
- reflect on and critique their knowledge, practice, school and society,
- engage in inquiry
- collaborate with students, teachers, administrators, parents, policy makers, and the community at large. (NLU 2006-2007 Undergraduate and Graduate Catalog, p. 237)

Course Description:

This course will focus upon gaining thorough and practical application of current policies, processes, and procedures for the development of high quality print, nonprint, electronic collections, and Internet resources for K-12 school library media centers.

Learning Goals:

Course goals focus on collection mapping, development, policies, and evaluation. Through class participation, assigned readings, and other experiences, students will be able to:

- analyze a collection,
- map a collection,
- develop collection policies,
- identify appropriate online resources and standard print resources including vendors and publisher sources
- know the evaluative criteria for review media
- select and deselect a collection based on assessed needs of the students and faculty of a specific school library

Special Needs:

NLU seeks to ensure that its programs are accessible to all persons. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in this syllabus, the course objectives and/or course evaluation and assessment criteria, are advised to notify me within the first two weeks of class. We will meet privately to discuss a resolution of your issue, which may or may not include an appropriate referral (e.g., a Writing Specialist, the Academic Accommodations Coordinator, the Office of Diversity, Access and Equity at 312-261-3367 or the Office of Student Affairs). Confidentiality will be maintained regarding your special needs.

Required Software:

Internet Access

Required Books:

Donham, J. (2005). Enhancing teaching and learning: A leadership guide for school library media specialists. New York: Neal-Schuman.

Kerby, M. (2006). Collection development for the school media program: a beginner's guide. Chicago, IL: American Association of School Libraries.

Required Standards:

American Association of School Librarians Information Literacy Standards (www.ala.org/aasl)

Illinois Standards Aligned Instruction for Libraries

(<http://www.islma.org/pdf/ISAIL.pdf>)

Illinois State Board of Education Learning Standards (www.isbe.net)

Illinois State Board of Education Library Information Specialist Content Area Standards

(www.isbe.net)

National Board for Professional Teaching Standards for Library/Media

(http://www.nbpts.org/for_candidates/certificate_areas?ID=19)

National Educational Technology Standards for Students

(http://www.nbpts.org/search?q=Libraries&entqr=0&output=xml_no_dtd&sort=date:D:L:d1&ud=1&client=nbpts_iframe_frontend&oe=UTF-8&ie=UTF-8&proxystylesheet=nbpts_iframe_frontend&site=default_collection&btnG.x=39&btnG.y=7)

Required Learning Experiences:

Students enrolled in RLS 511 will apply course content to the ISBE Library Information Specialist content area standards. Students will post written commentaries and additional requirements on a class wiki. Information created in RLS511 may also be added to each student's LiveText portfolio.

- Curriculum Map creation -- 100 points
- Collection Analysis Plan Development -- 250 points
- Booktalk -- 100 points
- Database Evaluation and Selection -- 100 points
- Material Selection Project and Final Assignment (Collection Development Philosophy Statement) -- 300 points
- Learning community participation including topics such as cultural representation, collection analysis tools, intellectual freedom, and deselection – 150 points

Curriculum Map Creation

Each student will work with a curriculum map to match appropriate library resources with the curriculum content.

Collection Analysis Plan Development

Each student will prepare a plan for how collection analysis will be done in a library.

Booktalk

Students will prepare and present one booktalk of approximately five minutes on one children's or young adult informational book. The booktalks will be given within the context of a school library media program; books will be self-selected.

Database Evaluation and Selection

Each student will work to develop a collection development checklist for database license consideration. This checklist will be used to evaluate a database

Material Selection Project with Final Assignment (Collection Development Philosophy Statement)

Students will prepare selection recommendations for a library of their choosing. These recommendations will be shared using PowerPoint (or other presentation media) and/or an appropriate Web 2.0 technology. As part of this process each student will write a brief statement summarizing their philosophy on collection development and its role in the school library.

Learning Community Participation

This course is taught with the understanding that for adult learners "learning is an active process that occurs over time; learning is driven by the learner around meaningful issues; learning is experimental by nature; and learning is fueled by rich, diverse, accessible sources of information." (*Educators as Learners*, ASCD, 2000). Specific tasks and topics will be assigned for discussion on the class wiki. Students are encouraged to use the wiki to enrich your colleagues with additional materials, relevant prior knowledge, and professional experiences. Share questions and concerns that you identify. We all learn and we all teach in this class.

Assessment:

Since this is a graduate class, candidates are expected to attend each on-campus session, be punctual, mindful of deadlines, participate in the online community and produce work of professional quality (including citations whenever appropriate.) All work submitted must be word processed. According to university policy, students are expected to conduct themselves in accordance with the highest standards of academic honesty and integrity. Plagiarism, cheating, and academic dishonesty will not be tolerated. Please refer to NLU Policy on Academic Honesty in the 2009-2010 Undergraduate and Graduate Catalog, pages 49 - 51. ***It might be helpful to remember the phrase, if you didn't write it, you must cite it.*** Please use APA style for citations.

The analysis and synthesis of ideas from a variety of sources is anticipated in class discussions, and all written and oral contributions. Creativity and an understanding of the body of knowledge covered in this course are encouraged in applying a problem-solving approach.

Six facets of understanding provide learners with direction for their self-assessment:

- Explanation: build, test, verify theories, or explanations
- Interpretation: build interpretations, translations, and narratives from sources, texts, and experiences
- Application: apply what is learned in classroom to real situations
- Perspective: critically consider multiple points of view on the same issue
- Empathy: broaden horizons by creating openness to other worldviews
- Self-Knowledge: develop self-understanding; continue in ongoing self-assessment and self-reflection.

Assessment for understanding framework is based on the work of Grant Wiggins, Jay McTighe, and the researchers at Project Zero, Harvard Graduate School of Education.

Grades will be based on the following scale*:

A	=	100 to 95	B-	=	79 to 75
A-	=	94 to 90	C+	=	74 to 70
B+	=	89 to 85	C	=	69 to 65
B	=	84 to 80	C-	=	64 and below

<u>Grade</u>	<u>Definition</u>
A	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations; nearly flawless work.
A-	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+	Good solid work. Student performance demonstrates strong comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B	Satisfactory acceptable work. Student performance meets

designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.

B- Marginal work. Student performance demonstrates incomplete, substandard understanding of course materials, or absence of required work indicates danger of falling below acceptable grading standard.

C+ Unsatisfactory work. Student performance demonstrates unsatisfactory understanding of course materials and inability to meet course requirements.

C Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials

*Please be aware that your official NLU grade will not show + or - letter grades but we hope that by giving you this information, you will better understand your performance within the grading continuum.

Bibliography

- Baumbach, D.J. (2006). Less is more: A practical guide to weeding school library collections. Chicago: ALA.
- Bush, G. (2005). Every student reads: Collaboration and reading to learn. Chicago: American Association of School Librarians, American Library Association (www.ala.org).
- Donham, J. (2005). Enhancing teaching and learning: A leadership guide for school library media specialists. New York: Neal-Schuman.
- Evans, G. E. (2000). Developing library and information center collections. (4th ed.) Englewood, CO: Libraries Unlimited, Inc.
- Illinois School Library Media Association (2005). Linking for learning: The Illinois school library media program guidelines. Canton, IL: ISLMA (www.islma.org).
- Kerby, M. (2006). Collection development for the school media program: a beginner's guide. Chicago, IL: American Association of School Libraries.
- Loertscher, D.V. & Woolls, B. (1999). Building a school library collection plan: A beginning handbook with internet assist. San Jose, CA: Hi Willow Research and Publishing.
- Loertscher, D.V. (1998). Collection mapping in the LMC: Building access in a world of technology. Castle Rock, CO: Hi Willow Research and Publishing.
- Lukenbill, W.B. (2002). Collection development for a new century in the school library media center. Westport, CT: Greenwood Press.
- Schrock, K. (1997). Evaluating internet web sites: An educator's guide. Manhattan, KS: The Master Teacher.
- Smith, J.B. (1995). Achieving a curriculum-based library media center program: The middle school model change. Chicago, IL: American Library Association.